



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2007 (Reports Revised October 2007)  
ID: 12431674  
District: MSAD 49  
School: Benton Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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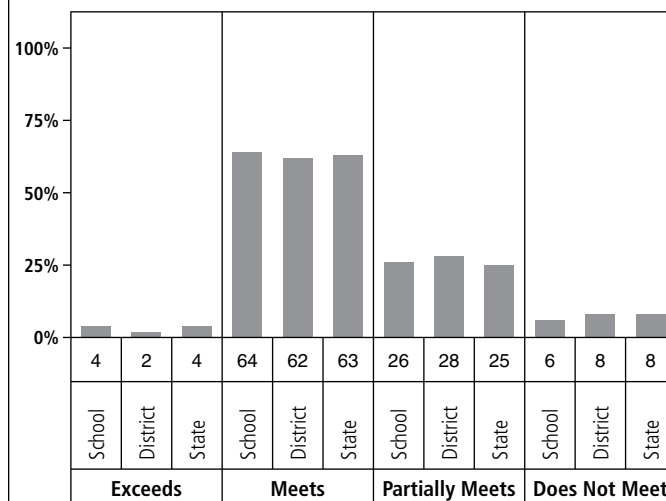
# SUMMARY OF SCORES

Date: March 2007  
Grade: 4  
District: MSAD 49  
School: Benton Elementary School

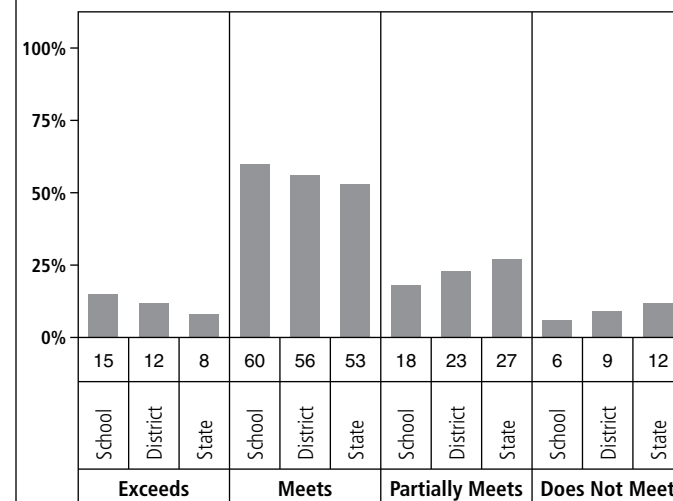
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b>			
2005–2006	447	445	444
<b>2006–2007</b>	<b>446</b>	<b>444</b>	<b>445</b>
Cum. Avg. *	446	444	444
<b>Mathematics</b>			
2005–2006	451	448	444
<b>2006–2007</b>	<b>449</b>	<b>447</b>	<b>445</b>
Cum. Avg. *	450	447	444
<b>Science &amp; Technology</b>			
2005–2006	448	445	444
<b>2006–2007</b>	<b>449</b>	<b>447</b>	<b>444</b>
Cum. Avg. *	449	446	444

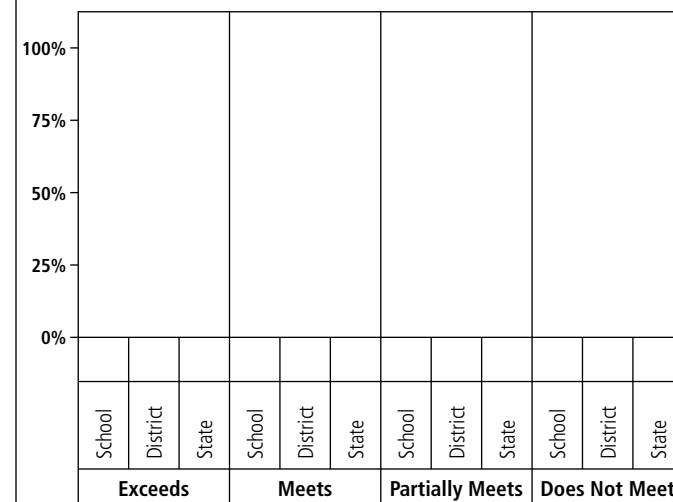
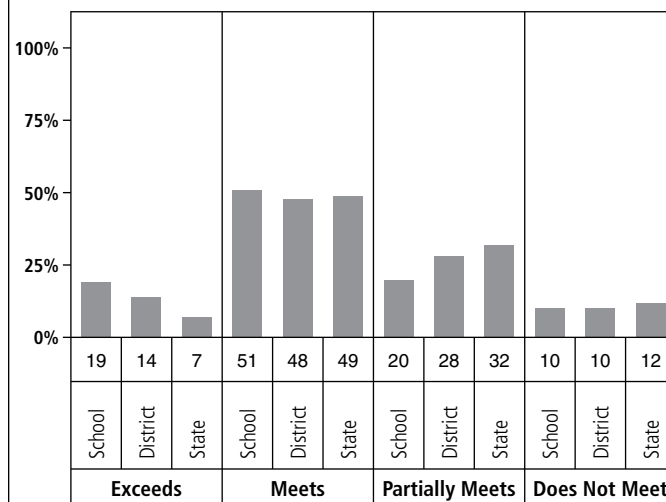
### ELA – READING



### MATHEMATICS



### SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 4  
 District: MSAD 49  
 School: Benton Elementary School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA-Reading						Mathematics						Science and Technology											
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		112	100	174	100	14184	100	112	100	173	100	14078	99	112	100	173	100	14078	99	112	100	173	100	14057	99						
Ethnicity	African American	1	1	2	1	391	3	1	100	2	100	385	99	1	100	2	100	387	99	1	100	2	100	377	97						
	American Indian/Native Alaskan	0	0	0	0	117	1	0	0	0	0	112	97	0	0	0	0	112	97	0	0	0	0	112	97						
	Asian/Pacific Islander	1	1	2	1	204	1	1	100	2	100	204	100	1	100	2	100	204	100	1	100	2	100	204	100						
	Hispanic	0	0	1	1	171	1	0	0	1	100	171	100	0	0	1	100	170	99	0	0	1	100	169	99						
	White	110	98	169	97	13295	94	110	100	168	100	13204	99	110	100	168	100	13203	99	110	100	168	100	13193	99						
	Not Reported	0	0	0	0	6	0	0	0	0	0	2	33	0	0	0	0	2	33	0	0	0	0	2	33						
Identified disability		19	17	27	16	2538	18	19	100	27	100	2508	99	19	100	27	100	2509	99	19	100	27	100	2502	99						
Current LEP		0	0	0	0	302	2	0	0	0	0	298	99	0	0	0	0	300	99	0	0	0	0	289	96						
Economically disadvantaged		53	47	90	52	5522	39	53	100	89	100	5468	99	53	100	89	100	5467	99	53	100	89	100	5450	99						
Migrant		0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	95	85	148	85	10869	77	95	85	148	85	10883	77	95	85	148	85	10890	77						
Identified disability (PET/IEP)	4	4	5	3	435	4	4	4	5	3	445	4	4	4	5	3	453	4						
LEP	0	0	0	0	133	1	0	0	0	0	124	1	0	0	0	0	126	1						
504 plan	0	0	2	1	122	1	0	0	2	1	122	1	0	0	2	1	123	1						
Participation with accommodations	16	14	24	14	3019	21	16	14	24	14	3029	21	16	14	24	14	3014	21						
Identified disability (PET/IEP)	14	88	21	88	1897	63	14	88	21	88	1903	63	14	88	21	88	1900	63						
LEP	0	0	0	0	151	5	0	0	0	0	172	6	0	0	0	0	160	5						
504 plan	0	0	0	0	62	2	0	0	0	0	62	2	0	0	0	0	61	2						
Other	2	13	3	13	941	31	2	13	3	13	924	31	2	13	3	13	925	31						
Participation through alternate assessment (PAAP)	1	1	1	1	180	1	1	1	1	1	166	1	1	1	1	1	153	1						
Identified disability (PET/IEP)	1	100	1	100	175	97	1	100	1	100	161	97	1	100	1	100	149	97						
LEP	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1						
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0																		
Approved non-participation – special consideration	0	0	1	1	17	0	0	0	1	1	19	0	0	0	1	1	19	0						
Non-participation – other	0	0	0	0	89	1	0	0	0	0	87	1	0	0	0	0	108	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 4  
District: MSAD 49  
School: Benton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006 <b>2006-2007</b> Cum. Avg.	12	12	13	8	601	4
		4	4	4	2	507	4
		8	7	9	5	554	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006 <b>2006-2007</b> Cum. Avg.	57	55	85	51	7910	57
		71	64	106	62	8749	63
		64	60	96	56	8330	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006 <b>2006-2007</b> Cum. Avg.	23	22	50	30	3970	29
		29	26	48	28	3467	25
		26	24	49	29	3719	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006 <b>2006-2007</b> Cum. Avg.	11	11	19	11	1421	10
		7	6	14	8	1165	8
		9	8	17	10	1293	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.4	65.4	30.4	63.3	31.0	64.6
Literary Text	24	50	16.1	67.1	15.9	66.3	16.4	68.3
Informational Text	24	50	15.2	63.3	14.5	60.4	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 4  
 District: MSAD 49  
 School: Benton Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	111	4	4	71	64	29	26	7	6	446	172	2	62	28	8	444	13888	4	63	25	8	445
<b>Ethnicity</b>																						
African American	1										2						372	0	44	31	25	437
American Indian/Native Alaskan	0										0						110	1	49	34	16	441
Asian/Pacific Islander	1										2						200	4	66	22	9	446
Hispanic	0										1						166	0	51	37	12	441
White	109	4	4	70	64	28	26	7	6	446	167	2	62	28	8	445	13038	4	64	25	8	445
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	18	0	0	8	44	8	44	2	11	441	26	0	38	46	15	440	2332	1	34	41	25	438
No	93	4	4	63	68	21	23	5	5	447	146	3	66	25	7	445	11556	4	69	22	5	447
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	20	60	421
Current LEP beyond first year	0										0						279	0	31	36	33	435
<b>Economically disadvantaged</b>																						
Yes	52	0	0	31	60	17	33	4	8	443	88	0	57	34	9	443	5368	1	52	33	14	442
No	59	4	7	40	68	12	20	3	5	448	84	5	67	21	7	446	8520	5	70	20	5	447
<b>Migrant</b>																						
Yes	0										0						4					
No	111	4	4	71	64	29	26	7	6	446	172	2	62	28	8	444	13884	4	63	25	8	445
<b>Gender</b>																						
Female	56	3	5	36	64	15	27	2	4	447	85	4	61	28	7	445	6719	5	65	23	8	446
Male	55	1	2	35	64	14	25	5	9	445	87	1	62	28	9	444	7167	3	61	27	9	444
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						1864	0	38	44	18	439
No	111	4	4	71	64	29	26	7	6	446	172	2	62	28	8	444	12024	4	67	22	7	446
<b>Gifted/talented program</b>																						
Yes	0										0						402	19	80	0	0	457
No	111	4	4	71	64	29	26	7	6	446	172	2	62	28	8	444	13486	3	62	26	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 4  
District: MSAD 49  
School: Benton Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	9 76 14 1	0 4 0 0	0 5 0 0	8 57 5 0	80 68 33 0	2 18 9 0	20 21 60 0	0 5 1 1	0 6 7 100	449 446 441 430	15 69 14 2	0 3 0 0	50 67 54 0	42 22 38 67	8 8 8 33	443 445 442 434	5 76 18 2	1 4 4 3	45 64 65 43	33 24 24 32	21 7 7 23	440 446 446 440
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	48 43 6 3	2 2 0 0	4 4 0 0	41 25 2 1	79 53 29 33	6 16 5 2	12 34 71 67	3 4 0 0	6 9 0 0	448 444 438 441	41 44 12 4	3 3 0 0	72 59 43 17	19 31 43 50	6 7 14 33	447 444 439 434	31 51 13 5	5 3 1 1	67 67 49 37	20 24 34 39	7 6 15 22	447 446 441 439
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	29 54 15 2	1 2 1 0	3 3 6 0	21 37 10 2	66 63 63 100	7 17 4 0	22 29 25 0	3 3 1 0	9 5 6 0	446 446 446 447	32 54 11 2	2 2 5 0	69 58 63 75	22 32 26 0	7 9 5 25	445 444 447 442	36 49 13 2	6 3 1 0	70 63 49 32	17 27 36 38	6 7 14 30	448 445 441 436
<b>How hard was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	9 62 29	0 3 1	0 4 3	5 46 19	50 68 59	4 16 9	40 24 28	1 3 3	10 4 9	444 447 444	10 60 30	0 3 2	47 68 53	35 22 37	18 7 8	442 445 443	16 61 23	1 4 3	47 67 64	35 23 24	17 6 8	441 446 445
<b>How hard were the reading passages on this test?</b> A. Most of the passages were more difficult than what I usually read. B. Most of the passages were about the same as what I usually read. C. Most of the passages were easier than what I usually read.	9 48 43	0 2 2	0 4 4	6 32 31	60 62 67	3 16 9	30 31 20	1 2 4	10 4 9	443 446 446	10 46 43	0 3 3	47 64 65	29 30 22	24 4 10	440 445 445	14 51 36	0 3 6	35 66 71	42 25 17	23 6 6	438 445 448
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	20 41 21 18	1 3 0 0	5 7 0 0	15 28 13 13	68 64 57 68	6 8 9 5	27 18 39 26	0 5 1 1	0 11 4 5	447 446 444 446	21 40 18 21	3 4 0 0	63 65 60 57	31 19 33 34	3 12 7 9	445 445 444 443	18 55 14 13	6 4 1 1	66 67 57 49	21 22 29 36	7 6 13 13	447 446 442 441
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	39 27 34	1 0 2	3 0 6	27 21 19	68 75 54	9 7 10	23 25 29	3 0 4	8 0 11	446 445 445	36 28 36	2 0 3	63 73 54	25 22 32	10 4 10	445 444 444	23 26 51	3 3 4	54 63 68	31 26 21	12 8 6	443 445 447
<b>Optional school/district question</b> A. B. C. D.	33 67 0 0	0 0  	0 0  	0 3  	0 75  	0 0  	0 0  	2 1  	100 25  	430 446  	25 63 0 13	0 0 0 0	0 80  	0 0 100 0	100 20  	430 445  						

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 4  
District: MSAD 49  
School: Benton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	21	20	25	15	1294	9
	<b>2006-2007</b>	<b>17</b>	<b>15</b>	<b>21</b>	<b>12</b>	<b>1054</b>	<b>8</b>
	Cum. Avg.	19	18	23	14	1174	8
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	60	58	91	54	7000	50
	<b>2006-2007</b>	<b>67</b>	<b>60</b>	<b>96</b>	<b>56</b>	<b>7394</b>	<b>53</b>
	Cum. Avg.	64	59	94	55	7197	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	15	15	37	22	3784	27
	<b>2006-2007</b>	<b>20</b>	<b>18</b>	<b>39</b>	<b>23</b>	<b>3729</b>	<b>27</b>
	Cum. Avg.	18	17	38	22	3757	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	7	7	14	8	1894	14
	<b>2006-2007</b>	<b>7</b>	<b>6</b>	<b>16</b>	<b>9</b>	<b>1735</b>	<b>12</b>
	Cum. Avg.	7	6	15	9	1815	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.6	70.7	10.0	66.7	10.1	67.3
Cluster 2: Shape and Size	14	29	9.8	70.0	9.4	67.1	8.6	61.4
Cluster 3: Mathematical Decision Making	5	10	4.2	84.0	4.0	80.0	3.6	72.0
Cluster 4: Patterns	14	29	9.1	65.0	8.8	62.9	8.9	63.6

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 4  
 District: MSAD 49  
 School: Benton Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	111	17	15	67	60	20	18	7	6	449	172	12	56	23	9	447	13912	8	53	27	12	445
<b>Ethnicity</b>																						
African American	1										2						381	2	33	31	34	435
American Indian/Native Alaskan	0										0						110	1	58	30	11	443
Asian/Pacific Islander	1										2						202	9	57	22	11	447
Hispanic	0										1						166	2	44	37	17	441
White	109	17	16	66	61	19	17	7	6	449	167	13	57	22	8	447	13051	8	54	27	12	445
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	18	0	0	10	56	6	33	2	11	441	26	4	46	38	12	441	2348	2	34	34	30	437
No	93	17	18	57	61	14	15	5	5	450	146	14	58	20	9	448	11564	9	57	25	9	446
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						13	0	31	8	62	426
Current LEP beyond first year	0										0						283	2	34	30	34	435
<b>Economically disadvantaged</b>																						
Yes	52	7	13	29	56	13	25	3	6	447	88	10	52	30	8	445	5379	3	44	34	19	440
No	59	10	17	38	64	7	12	4	7	450	84	14	60	15	11	448	8533	11	59	23	8	448
<b>Migrant</b>																						
Yes	0										0						4					
No	111	17	15	67	60	20	18	7	6	449	172	12	56	23	9	447	13908	8	53	27	12	445
<b>Gender</b>																						
Female	56	7	13	35	63	10	18	4	7	449	85	8	55	25	12	445	6727	7	53	27	13	444
Male	55	10	18	32	58	10	18	3	5	449	87	16	56	21	7	448	7183	8	54	26	12	445
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						1872	1	32	42	25	436
No	111	17	15	67	60	20	18	7	6	449	172	12	56	23	9	447	12040	9	56	24	10	446
<b>Gifted/talented program</b>																						
Yes	0										0						402	42	55	2	0	461
No	111	17	15	67	60	20	18	7	6	449	172	12	56	23	9	447	13510	7	53	28	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 4  
District: MSAD 49  
School: Benton Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	3	30	6	60	1	10	0	0	455	15	23	38	27	12	448	5	4	40	28	28	439
B. less than one hour	76	13	15	52	62	15	18	4	5	449	69	12	59	22	7	447	76	8	54	26	11	445
C. one to two hours	14	1	7	8	53	3	20	3	20	443	14	4	58	21	17	443	18	7	54	28	11	445
D. more than two hours	1	0	0	0	0	1	100	0	0	438	2	0	33	33	33	433	2	4	36	35	26	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	55	12	20	36	60	8	13	4	7	451	47	17	59	15	9	449	40	11	58	22	9	448
B. They match some of what I have learned.	35	3	8	24	63	8	21	3	8	446	39	6	58	26	11	445	46	6	54	29	11	444
C. They match just a little of what I have learned.	10	2	18	5	45	4	36	0	0	445	12	15	40	35	10	443	10	4	40	34	23	439
D. There is no match.	1	0	0	1	100	0	0	0	0	448	2	0	25	75	0	439	4	4	28	35	33	436
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	45	12	24	26	53	7	14	4	8	452	43	20	51	18	11	449	37	14	59	18	9	449
B. good	37	4	10	27	66	8	20	2	5	447	42	6	58	28	8	445	46	5	54	29	12	444
C. fair	16	1	6	12	67	4	22	1	6	446	13	9	65	17	9	446	14	2	42	38	19	440
D. poor	2	0	0	1	50	1	50	0	0	438	2	0	33	67	0	436	2	1	27	43	29	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	6	1	17	2	33	2	33	1	17	440	7	9	18	36	36	435	12	4	37	34	25	438
B. about the same as my regular schoolwork	59	10	16	39	63	10	16	3	5	450	61	12	60	20	8	448	62	7	56	27	10	445
C. easier than my regular schoolwork	35	5	14	22	59	7	19	3	8	447	33	11	56	26	7	446	26	11	56	23	10	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	9	1	10	4	40	3	30	2	20	438	13	5	41	36	18	438	21	6	47	29	18	442
B. two or three days a week	27	4	14	20	69	4	14	1	3	449	27	9	69	16	7	448	37	8	55	26	11	445
C. two or three times each month	46	11	22	29	59	8	16	1	2	452	46	19	51	22	8	449	34	9	57	26	9	446
D. never	18	1	5	12	63	4	21	2	11	446	14	4	63	25	8	446	8	6	46	30	18	442
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	3	0	0	2	67	1	33	0	0	441	2	0	67	33	0	441	4	2	33	34	31	436
B. two or three days a week	14	1	7	12	80	0	0	2	13	449	13	5	59	14	23	443	19	6	47	31	15	443
C. two or three times each month	61	13	19	37	55	14	21	3	4	449	54	17	48	27	8	447	56	9	58	24	8	447
D. never	22	3	13	15	63	4	17	2	8	449	31	8	68	17	8	448	21	6	50	28	16	443
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	13	2	14	7	50	5	36	0	0	445	13	14	59	23	5	446	8	3	39	35	24	438
B. 30–45 minutes	45	7	14	33	67	6	12	3	6	450	37	11	67	16	6	449	27	5	51	30	15	443
C. 45–60 minutes	37	8	20	24	59	7	17	2	5	449	43	14	47	29	11	445	40	9	57	25	10	446
D. more than 60 minutes	5	0	0	2	33	2	33	2	33	438	7	8	42	25	25	442	25	10	56	24	10	447
<b>Optional school/district question</b>																						
A.	33	0	0	0	0	1	50	1	50	430	25	0	0	50	50	430						
B.	67	0	0	3	75	1	25	0	0	447	63	0	80	20	0	450						
C.	0										0											
D.	0										13	0	0	0	100	416						

# SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007  
Grade: 4  
District: MSAD 49  
School: Benton Elementary School

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
ACHIEVEMENT LEVEL DEFINITIONS		N	%	N	%	N	%
The quality of a student’s work at each achievement level reflects progress in attaining Maine’s Grade Span Expectations in science and technology.							
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	12	12	14	8	751	5
	2006-2007	21	19	24	14	963	7
	Cum. Avg.	17	16	19	11	857	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	64	62	88	53	7251	52
	2006-2007	57	51	83	48	6824	49
	Cum. Avg.	61	56	86	51	7038	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	22	21	52	31	4514	32
	2006-2007	22	20	48	28	4382	32
	Cum. Avg.	22	20	50	29	4448	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	5	5	13	8	1458	10
	2006-2007	11	10	17	10	1735	12
	Cum. Avg.	8	7	15	9	1597	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.4	70.0	7.9	65.8	7.6	63.3
Cluster 2: Physical Sciences	12	25	9.5	79.2	9.2	76.7	8.8	73.3
Cluster 3: Earth and Space Sciences	12	25	7.7	64.2	7.4	61.7	6.8	56.7
Cluster 4: Nature and Implications of Science	12	25	7.9	65.8	7.9	65.8	7.8	65.0

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Date: March 2007  
 Grade: 4  
 District: MSAD 49  
 School: Benton Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	111	21	19	57	51	22	20	11	10	449	172	14	48	28	10	447	13904	7	49	32	12	444
<b>Ethnicity</b>																						
African American	1										2						371	2	29	39	30	435
American Indian/Native Alaskan	0										0						110	2	35	41	22	440
Asian/Pacific Islander	1										2						202	10	49	30	12	445
Hispanic	0										1						166	4	41	40	16	441
White	109	21	19	56	51	22	20	10	9	449	167	14	49	28	10	447	13053	7	50	31	12	444
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	18	1	6	8	44	8	44	1	6	444	26	4	38	38	19	442	2353	3	33	39	25	438
No	93	20	22	49	53	14	15	10	11	450	146	16	50	26	8	448	11551	8	52	30	10	445
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	40	40	432
Current LEP beyond first year	0										0						281	2	24	40	34	434
<b>Economically disadvantaged</b>																						
Yes	52	8	15	29	56	9	17	6	12	448	88	10	51	28	10	446	5370	3	41	37	19	440
No	59	13	22	28	47	13	22	5	8	450	84	18	45	27	10	448	8534	9	54	28	9	446
<b>Migrant</b>																						
Yes	0										0						4					
No	111	21	19	57	51	22	20	11	10	449	172	14	48	28	10	447	13900	7	49	32	12	444
<b>Gender</b>																						
Female	56	12	21	26	46	13	23	5	9	449	85	15	40	34	11	446	6720	7	48	32	13	443
Male	55	9	16	31	56	9	16	6	11	449	87	13	56	22	9	448	7182	7	50	31	12	444
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						1865	1	31	42	26	437
No	111	21	19	57	51	22	20	11	10	449	172	14	48	28	10	447	12039	8	52	30	10	445
<b>Gifted/talented program</b>																						
Yes	0										0						401	31	64	4	1	458
No	111	21	19	57	51	22	20	11	10	449	172	14	48	28	10	447	13503	6	49	32	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 4  
District: MSAD 49  
School: Benton Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	3	30	5	50	2	20	0	0	456	15	12	38	42	8	447	5	4	37	35	23	440
B. less than one hour	76	17	20	44	52	13	15	10	12	449	69	16	51	21	12	447	76	7	50	32	11	444
C. one to two hours	14	1	7	6	40	7	47	1	7	444	14	8	42	46	4	445	18	8	50	30	12	444
D. more than two hours	1	0	0	1	100	0	0	0	0	444	2	0	67	33	0	444	2	3	39	32	26	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	50	16	30	28	52	7	13	3	6	455	38	25	55	16	5	454	21	10	50	28	12	445
B. They match some of what I have learned.	42	5	11	23	50	13	28	5	11	445	44	11	49	32	8	445	49	7	51	32	11	445
C. They match just a little of what I have learned.	6	0	0	4	57	1	14	2	29	443	15	0	40	40	20	440	24	5	48	33	14	443
D. There is no match.	2	0	0	1	50	0	0	1	50	427	4	0	14	43	43	427	7	4	38	37	21	439
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	30	8	24	21	64	3	9	1	3	455	31	17	57	23	4	451	23	9	51	27	13	445
B. good	51	10	18	29	52	11	20	6	11	449	50	14	48	26	13	447	54	8	51	31	11	445
C. fair	17	3	16	5	26	7	37	4	21	440	18	10	33	43	13	441	20	4	46	37	14	442
D. poor	2	0	0	1	50	1	50	0	0	442	1	0	50	50	0	442	3	2	31	38	29	436
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	6	1	14	1	14	3	43	2	29	440	11	5	32	47	16	440	24	6	48	32	14	443
B. about the same as my regular schoolwork	73	16	20	41	52	16	20	6	8	450	69	16	48	28	8	448	61	8	50	31	11	445
C. easier than my regular schoolwork	20	4	18	14	64	3	14	1	5	452	20	12	59	21	9	448	15	7	48	31	14	443
<b>How often do you have science classes?</b>																						
A. every day	33	8	22	17	47	8	22	3	8	450	22	21	50	21	8	450	26	7	48	32	13	444
B. a few times a week	55	11	18	31	52	12	20	6	10	450	69	12	47	32	9	447	53	8	51	31	11	445
C. once a week	6	1	14	5	71	1	14	0	0	450	5	13	63	13	13	444	10	4	45	32	18	442
D. a few times a month	6	1	14	3	43	1	14	2	29	440	4	14	43	14	29	440	11	6	48	33	13	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	46	6	13	24	50	14	29	4	8	447	45	10	51	33	7	447	23	5	45	35	15	442
B. I work in groups to design and conduct experiments.	12	1	8	5	38	2	15	5	38	440	15	4	28	40	28	438	26	4	44	37	16	442
C. I do a combination of A and B, mostly A.	32	11	32	18	53	4	12	1	3	456	30	24	52	20	4	452	28	10	53	28	10	446
D. I do a combination of A and B, mostly B.	10	2	20	6	60	1	10	1	10	447	10	19	50	13	19	444	24	9	54	27	10	446
<b>Optional school/district question</b>																						
A.	33	0	0	1	50	1	50	0	0	441	25	0	50	50	0	441						
B.	67	0	0	2	50	1	25	1	25	444	63	0	40	40	20	442						
C.	0										0											
D.	0										13	0	0	0	100	426						